DOCUMENT RESUME

ED 067 685 CS 200 161

TITLE	The Puritan Ethic, English: 5114.61.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	52p.; An authorized course of instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*American Literature; Bibliographies; Cultural Factors; *English Instruction; Humanities; Literary Genres; Literary History; *Literature Appreciation; Public Schools; *Puritans; Seventeenth Century Literature; Social Influences
IDENTIFIERS	*Quinmester Program

ABSTRACT

An authorized course of instruction in language arts on the Puritan ethic is presented for the Dade County (Florida) public school Quinmester Program. The course consists of an examination through various genre of the lasting effects of the Puritan tradition on the life and literature of the American people. Objectives include using both print and non-print material to identify the component of the Puritan mind, cite examples of the Puritan ethic, and synthesize student experiences in hypothetical situations with the Puritan ethic to predict the probable Puritan attitude. The course content is outlined briefly, followed by detailed teacher strategies to implement the objectives. These suggested strategies comprise the bulk of the report. A substantial section is also devoted to both student and teacher resource materials. (LH)

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 067695

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

LANGUAGE ARTS
The Puritan Ethic
5114.61
5115.61
5116.61

FILMED FROM BEST AVAILABLE COPY

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

ED 067685

THE PURITAN ETHIC

5114.61
5115.61
5116.61

English

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Course Number

5114.61
5115.61
5116.61

COURST TITLE: THE PURITAN ETHIC

COURSE DESCRIPTION: An examination through various genre of the lasting effects of the Puritan tradition on the life and literature of the American people.

I. PERFORMANCE OBJECTIVES

A. Using a variety of print and non-print materials, students will identify the components of the Puritan mind.

B. Presented with post-Puritan print or non-print selections, students will cite examples of the Puritan ethic.

C. Given hypothetical situations, students will synthesize their experiences with the Puritan ethic to predict the probable Puritan attitude.

II. COURSE CONTENT

A. Rationale

Each American's personality and heritage are unique. Although a variety of factors make each individual what he is, one factor which has remained influential throughout the history of the country is that of the way of life of a group among its first settlers, the Puritans. These peoples' values and attitudes -- known today as the Puritan ethic -- have affected the nation's literary, intellectual, social, and political structure from their own time until now. A study of this Puritan ethic, its proponents and components, may enable contemporary man to comprehend facets of modern society which, without such knowledge, are confusing or perhaps inexplicable.

B. Range of subject matter

1. Introductory material

2. The Reformation

a. Causes

b. Effects

c. Spokesmen

3. Puritanism

   a. Its development

   b. Its spread

      (1) In Europe

      (2) In the New World

   c. Its proponents

   d. Its components

4. Influence of Puritanism throughout the nation's history

   a. Selected works

   b. Selected authors

   c. Hypothetical situations

III. TEACHING STRATEGIES

A. Objective A. Using a variety of print and non-print material, students will identify the components of the Puritan mind.

   1. Use one of the following to introduce students to the Puritan philosophy:

      a. Present a filmstrip/record set such as American Literature "Part I: The Colonial Period." Follow this with discussion.

      b. Have students read and discuss the section in their textbook which introduces colonial literature.

      c. Ask students to share their preconceptions about Puritans. Have one student list these on the chalkboard or on an acetate. Transfer them to a ditto for distribution so that at a later date students may note any changes in attitude and/or misstatements of "facts" in the original list

d. Read to students selections such as Edwards' "A Young Puritan's Code" (American Literature, Houghton Mifflin, 1968) and/or Sewell's "A Puritan's Days" (cf. same text). Ask students to react to the way of life suggested by these pieces and to draw inferences from them which would enable them to develop throughout the course their own definition of the Puritan ethic. In addition, students might develop a series of resolutions which could be entitled, "A Twentieth Century Code for Teenagers." They might also keep a journal of thoughts, activities, interactions, and observations for a period of time to be specified by the teacher.

2. Have students investigate the causes of the Reformation in England and its effects upon diverse phases of life (social, political, religious, personal, literary, commercial). Books which might prove helpful are:

   a. Busch, Wilhelm. England under the Tudors

   b. Froude, James. History of England

   c. Seebohm, Frederic. Era of the Protestant Reformation

   d. Leonard, Emile. History of Protestantism: The Reformation, Vol. 1

   e. Mackinnon, James. Calvin and the Reformation

   f. Dickens, A. G. Reformation and Society in Sixteenth Century Europe

   g. Dickens, A. G. Martin Luther and the Reformation

   h. Schapiro, Jacob. Social Reform and the Reformation

   i. New, John. Renaissance and Reformation: A Short History

   j. Dickens, Arthur G. and Dorothy Carr. Reformation in England to the Accession of Elizabeth I

   k. Lawson, John. Medieval Education and the Reformation

l. McFarlane, Kenneth. John Wycliffe and the Beginnings of English Nonconformity

m. Parker, T. H., ed. English Reformers

n. Slavin, Arthur J., ed. Humanism, Reform and Reformation in England

o. Wilson, Frank E. Outline of the English Reformation

3. Ask students to imagine themselves members of the Reformation Parliament which met for seven consecutive sessions beginning in 1529. Have them role-play individual members of Parliament and present arguments for the adoption of acts such as:

   a. The 1532 and 1534 "Acts of Annates"

   b. The 1533 "Act of Appeals"

   c. The 1534 law which forbade communication with the pope and gave the king the right to nominate bishops

   d. The 1534 "Act of Supremacy"

   e. The 1539 "Act of the Six Articles"

   f. The 1549 adoption of a prayer book in English

   g. The forty-two articles of 1553

   Have some students argue against each act proposed.

4. Have interested students report on the six principal changes effected by the English Reformation. These include:

   a. The subordination of church to state

   b. The separation of the English church from papal rule

   c. The abolition of monasteries

   d. The use of the Bible by commoners in church services

   e. The simplification of ceremonies and use of common language

f. The revision of long-accepted doctrines

5. Have students investigate the effect of individuals such as Luther, Calvin, and Zwingli on English thought. Part of this investigation should include viewing filmstrips such as "The Protestant Reformation."

6. Have a student role-play Tyndale to portray his activities and demonstrate the manner in which his life and thought influenced other Englishmen to question old ideas and customs and to seek new directions. Others who could be presented in this manner are Cromwell, Archbishop Cranmer, Bishop Latimer, Bishop Ridley, and Bishop Hooper.

7. Divide the class into thirds. Have each section imagine themselves one of the following groups living during the latter part of the reign of Henry VIII.

   a. We disapprove of all recent religious changes.

   b. We approve of the changes but do not want to see additional ones.

   c. We wish to see further changes. The policy of the king and the will of the majority oppose us.

   Have each group determine the specifics of its position, identify its spokesmen, and plan to present its case via a public forum.

8. Have each student imagine himself a rebel during the time of the Reformation. Have him identify the nature of his rebellion and consider its consequences which might be one of the following:

   a. Trial

   b. Imprisonment

   c. Burning at the stake

   d. Denial

   e. Exile

   Via an expository paper, a narrative, or a dramatic script have students portray their case and their course of action.

9. Assign a variety of topics and/or areas of study (cf. a. through m. below) to small groups or individuals. These topics might deal with the conditions, beliefs, and forces which eventually created the Puritan exodus. In presenting their findings to their classmates, students might use an imaginative approach such as a pictorial review on an opaque projector combined with a taped or live narrative, a slide-tape show, a dramatic skit, a short story, a panel discussion, or a video-taped interview with an imaginary character experiencing the situation.

   a. Religious reforms immediately following the death of Henry VIII

   b. Discontinuance of the chantries

   c. Establishment and support of schools during the reign of Edward VI

   d. Land use, farming, and the introduction of inclosures

   e. Merchants and money

   f. Reign of Edward VI

   g. Mary vs. Jane: a struggle for the crown

   h. Queen Mary and the restoration of the previous ecclesiastical system

   i. Protestant martyrs and exiles

   j. The interrelatedness of church and crown according to Henry VIII, Edward VI, and/or Mary

   k. Intellectual and scientific advances of the Early Tudor Period

   l. Elizabeth's position regarding church and state

   m. The Church of England: its three elements -- Roman Catholic, Protestant, national

10. Provide students with a list of works of fiction dealing with this period. Some of these might include the following:

    a. Shakespeare, William. Henry VIII

    b. Tennyson, Alfred, Lord. Queen Mary

    c. Twain, Mark. The Prince and the Pauper (Edward VII)

    d. Charles, Elizabeth R. Our Neighbor, Martin Luther

11. Direct students, by their choice or by lot, to select a group to whom they will be loyal: the Puritans or the Jesuits. The time might be any year between 1540 and 1570. Have each group present its tenets and causes to the other, which should be prepared with questions that will generate a defense on the part of the group making the presentation.

12. Have students present the Ridolfi Plot in skit form.

13. Have students investigate the conflict between Anglicanism and Puritanism and compare and contrast it with the sixteenth century struggle of Catholicism and Protestantism.

14. Have one student role-play James I during the Hampton Court conference at which the "Millenary Petition" was presented to him. Other students should take the parts of the Puritan clergymen and the members of the king's council.

15. Assign interested students one of the following topics:

    a. The rights of the crown vs. the people during the reign of King James I

    b. The Bible: from Hebrew and Greek to modern English under the aegis of King James I

    c. Guy Fawkes: his explosive assignment

16. Make students aware of the problem of historical veracity by directing them to read Gerard's What Was the Gunpowder Plot? and Gardiner's What the Gunpowder Plot Was. Have them present the "facts"

for both points of view.

17. Encourage students to read about James I and several of his contemporaries: Robert Carr, Earl of Somerset; George Villiers, Duke of Buckingham; Sir Francis Bacon; and Sir Walter Raleigh. Have them select biographical data with human interest and present a "This Is Your Life. . ." review.

18. Have students investigate the activities of a group of people living during the reign of James I known as the Separatists. Have them follow their activities in England and in Holland. Students might develop a series of mini-skits to present the living conditions and beliefs of these people in Lincolnshire, Gainsborough, and Scrooby, England; their often-thwarted attempts to leave; and their freedom and fear in Amsterdam and Leyden, Holland; their efforts to obtain permission from James I to seek a permanent settlement in America; and their negotiations with the Merchant Adventurers, a company they used for shipping and transportation.

19. Have students speculate on the inner struggles which must have been felt by many Puritans as they decided to leave homes, family, friends, jobs, and their native land to face the unknown. Have them pair off and develop a mock dialogue between an individual contemplating departure and a friend set on dissuading him. Have them discuss the pros and cons of such a move. Have some presentations made before the class.

20. Have students imagine themselves on board the Speedwell as it sailed from Delft-Haven, Holland, July, 1620. Among the passengers are William Bradford, William Brewster, Edward Winslow, and Miles Standish. They reach Southampton, England, to join ninety others aboard the Mayflower. Both ships leave on August 15 for New England. After two false starts, the Speedwell is abandoned at Plymouth. Have students write a description of their feelings and observations throughout these two and a half months.

21. Direct students to read books such as De Gering's Christopher Jones: Captain of the Mayflower, Gill's Mayflower Remembered: A History of the Plymouth Pilgrims, Hallquest's How the Pilgrims Came to Plymouth, Langdon-Davis's Mayflower and the Pilgrim Fathers, and Haxtun's Signers of the Mayflower Compact. Have them use these and similar works as the basis for a reenactment of a

segment of the Mayflower voyage. Students might choose to develop a slide-tape presentation, a diary, a series of skits, or a one-act costumed drama. Whichever method of presentation they select, students might include reference to the following incidents:

a. The departure from Plymouth, England, September 16, 1620

b. The mutinous rumblings from some of the passengers

c. The seasickness experienced by many

d. The boredom and despair occasioned by a two-months' voyage

e. The death of William Butten

f. The birth of Oceanus Hopkins

g. The inconveniences caused by cramped quarters

h. Observations about other passengers

i. Sighting of land

22. Have students read the "Mayflower Compact" and identify elements of Puritan philosophy evident in it. Have them become familiar with the circumstances which necessitated it and the significance of it to future generations. Books which might aid students' understanding are: Donovan's Mayflower Compact, Moody's Mayflower Compact, and Haxtun's Signers of the Mayflower Compact.

23. Ask students to select one incident which occurred during the early years of the Plymouth settlement. Have them study it thoroughly, using works of the period and histories written since as sources, and make a presentation of their findings to the class. The presentations may take the form of original compositions presented with appropriate musical background or via any other creative medium students propose. Several possible choices follow:

a. The first winter

b. Samoset's visits

c. Treaty with Massasoit

d. The first marriage -- Edward Winslow and Susanna White -- May 22, 1621

e. Arrival of the Fortune, November 19, 1621

f. The first Thanksgiving — November, 1621

g. The arrival of the Anne and the Little James in 1623

h. The laws and government of the Pilgrims

i. Commerce and trade

j. New settlements around Plymouth

Refer students to Bradford's Of Plymouth Plantation as a major source of information. In addition, consult the list of films for applicable titles.

24. Have students investigate the founding of other colonies such as Massachusetts, Connecticut, and Rhode Island. They should determine the leaders of each and learn something of the colony's political, intellectual, and religious persuasions as well as of their commercial and social activities.

25. Have students study the townmeeting structure introduced in New England. Have them conduct such a meeting to discuss a current school problem.

26. Use a book such as Miller's The American Puritans as a basic work and supplement it with material in whatever state-adopted texts are available. Several methods of study are possible:

a. Form six groups and assign one chapter to each group.

b. Permit individuals to select a chapter of interest to them, being certain all six are included.

c. Select one chapter for total class reading and study, and assign the remaining five to groups or to individuals.

d. Have the whole class read one selection from each section -- "History," "State and Society," "This World and the Next," "Personal Narrative," "Literary and Educational Ideals." Assign the remainder of the selections to groups or to individuals.

Whichever method is used, have students supplement their reading with other books and develop an interesting and creative means for sharing the results of their study with the class. Have students identify elements of the Puritan ethic in each selection of colonial literature they read. In addition, have them note the limited subject matter of the Puritans and become familiar with the literary style of each type of written expression.

27. Have students select a Puritan personality from a prepared list. A suggested list follows. Have them become thoroughly familiar with their character -- so familiar that they know his likes and dislikes, his family and relatives, his friends and enemies, his political, economic, and religious convictions, his social activities, and how he would react in a given situation. Set a date for completion of the investigation. On that day select one phase of the individual's life experience and have students orally or in writing present a first person autobiographical account of it.

a. William Bradford

b. John Winthrop

c. Cotton Mather

d. John Cotton

e. Thomas Hooker

f. Nathaniel Ward

g. John Wise

h. Jonathan Mayhew

i. Thomas Shepard

j. Peter Bulkeley

k. Increase Mather

l. Samuel Sewell

m. John Williams

n. Anne Bradstreet

o. Phillis Wheatley

p. Lemual Haynes

q. Abijah Prince

r. Prince Hall

s. Lucy Terry

t. Michael Wigglesworth

u. Edward Taylor

v. Richard Mather

w. Jonathan Edwards

x. Roger Williams

y. John Eliot

z. Edward Johnson

28. Have students read John Winthrop's "Remarks on Liberty," (IV. B.1.b.) "The Spirit of Liberty," (IV. B.1.b.) and Roger Williams' "The Letter to the Town of Providence, January, 1655, on Limits of Freedom." (IV. B.1.a.) Conduct a discussion on the amount of individual freedom desirable in a society and the limits of this freedom.

29. Have students read a number of sermons delivered by Thomas Shepard, Peter Bulkeley, Thomas Hooker, John Cotton, the Mathers -- Richard, Increase, Cotton, Samuel -- and Jonathan Edwards. A book such as Miller's The American Puritans is useful. Discuss the concepts presented. Have some students write and deliver a sermonette which imitates the Puritan structure and style.

30. Assign students one topic from a list such as the following:

a. Absolutism

b. Censures

c. Repentance

d. Adultery and fornication

e. Alcohol

f. Recreation

g. Apparel

h. Baptism

i. Blasphemy

j. Church and state

k. Civil authority

l. Commercial ethics

m. Devil

n. Witchcraft

o. Excommunication

p. Family relationships

q. Idleness

r. Marriage

s. Politics

t. Predestination

u. Profanity

Have students determine the attitude held by various church groups in colonial New England toward their topic. They might imagine themselves an "outsider" visiting a New England church and querying the minister or a lay person about their particular topic. This could be written in script form, with some scripts selected for class presentation.

31. Have students read Nathaniel Ward's "Toleration" (IV. B.1.b.) and Roger Williams' "Letter to the Town Providence." (IV. B. 1.a.) Conduct a discussion, asking students to defend one of the two viewpoints. When the discussion reaches its peak of controversy, stop it. Ask students to evaluate their own level of toleration for divergent viewpoints.

32. Have an interested student read Johnston's The Negro in Colonial New England 1620-1776 and report on its contents to the class.

33. Have students bring in newspaper and magazine articles about contemporary events or issues that show the influence of Puritanism.

34. Have students prove or disprove one or more popular notions about the pilgrims. Several are:

    a. Democracy can be traced directly to their form of government.

    b. They introduced the log cabin to America.

    c. They advocated religious toleration.

    d. American individualism is attributable to them.

    e. The Putitans were teetotalers.

35. Have students prepare a "then and now" bulletin board to illustrate areas of contrast and comparison in Puritan society and that of today. Students should identify specific areas they wish to present: dress, morals, social life, architecture, home furnishings, education, or governmental procedures.

36. Have students write satires or parodies of Puritan literary works or personalities. Students able to draw caricatures could do so for prominent Puritans and accompany each with a mini-biography.

37. Have students compare and contrast the backgrounds and philosophies of the people who settled Jamestown in 1607 with those who emigrated to New England in 1620.

38. Ask students to compare and contrast the Puritanism which continued in England under Charles I with that which developed in America. Some might review the life of Archbishop Laud and his activities before the Star Chamber or the Court of High Commission. Other students might wish to role-play the life of William Prynne, a Puritan lawyer prosecuted by the Star Chamber in 1633.

39. Have students synthesize from their study, components of the Puritan ethic. These might include items such as the following:

    a. Sense of destiny as a chosen people

    b. Spiritual idealism

    c. Belief in election and predestination

    d. Quest for a land of opportunity

    e. Determination

    f. Independent spirit

    g. Hope for liberty and equality

    h. Sense of individual responsibility

    i. Feeling of community

    j. Rewards of work, industriousness, and diligence

    k. Evilness of man

    l. Thrift

    m. Austerity

    n. Wise use of time

    o. Sovereignty of God

40. Have students compile a newspaper which might have been published in colonial New England. They should identify sections — news, sports, fashion, advertising, financial, etc. -- and write articles for each. The tone of the paper may be satirical or serious. Review journalistic format and basic terms if students are not familiar with them.

B. Objective B. Presented with post-Puritan print or non-print selections, students will cite examples of the Puritan ethic. (The numbers and letters in parenthesis following any work refer to the bibliographic reference on a later page.)

1. Have students identify specific elements of the Puritan ethic in each piece selected from a list such as that which follows:

   a. Eliot - "The Hollow Men" (IV. A. 8.)

   b. Bryant - "To a Waterfowl" (IV. A. 1.)

   c. Robinson - "New England" (IV. B.1.b.)

   d. Benet - "They Looked to the West" (IV. A. 11.)

   e. Bradbury - "Dark They Were, and Golden-Eyed" (IV. A. 11.)

   f. Jefferson - "The Framing of the Declaration of Independence" from the Autobiography (IV. A. 1.)

   g. Richter - "The Free Man" (IV. A. 11.)

   h. Hawthorne - "The Haunted Mind" (IV. B. 1.a.)

   i. Benet - "Trials at Salem" (IV. A. 8.)

   j. Bierce - "A Horseman in the Sky" (IV. A. 8.)

   k. Thoreau - Selections from Walden (IV. A. 8. and IV. A. 9.)

   l. White - "Walden" (IV. A. 7.)

   m. Miller - The Crucible

   n. Shapiro - "The Conscientious Objector" (IV. A. 8.)

   o. Stuart - "Country Schoolteacher" (IV. A. 7.)

   p. Frost - "Man and His Work" (IV. A. 8.)

   q. Faulkner - "Man Will Prevail" (IV. A. 8.)

In addition, students might specify a particular Puritan author and/or selection which propounds the same, a similar, or an opposite view. Also have students compare and contrast the view of the specific work with views held by people today. Some students might engage in a bit of futurism to specify man's view of the element in question in the years 2000, 2050, and 3000.

2. Give students a list of works which concern man's inner spirit and his strivings for liberty, equality and spiritual fulfillment. A sample list follows:

   a. Bryant - "To a Waterfowl" (IV. A. 1.)

   b. O'Neill - "Beyond the Horizon" (IV. A. 8 and IV. A. 1.)

   c. Bradbury - "There Will Come Soft Rains" (IV. A. 7.)

   d. Wylie, Elinor - "Bread Alone" (IV. A. 7.)

   e. MacLeish - "The Unimagined America" (IV. A. 8.)

   f. Millay - "Renascence" (IV. A. 8.)

   g. Crane - "A Man Saw a Ball of Gold in the Sky" (IV. A. 8.)

   h. Lincoln - "Second Inaugural Address" (IV. A. 7.)

   i. Peale - Power of Positive Thinking

   j. Kennedy, John - "Inaugural Address" (IV. A. 11. and IV. B. 1.a.)

   k. MacLeish - "Brave New World" (IV. A. 7.)

   Have students note the elements in each which are attributable to Puritan thought. They might then discuss or write about their own concepts pertaining to these topics.

3. Present students with a variety of selections which deal with man's search for opportunity and success. Some suggestions follow:

a. Emerson - "Hamatreya" (IV. A. 1., IV. A. 9., and IV. B. 1.a.)

b. Frost - "The Gift Outright" (IV. B. 1.a.)

c. Miller, Arthur - All My Sons

d. Cummings - "Pity This Busy Monster Manunkind" (IV. A. 8.)

e. Bishop - "I Hear America Griping" (IV. A. 11.)

For each selection students read, have them identify the attitude toward opportunity and success of the author as expressed through the characters and/or situations he uses. They are also to specify which ones evidence an attitude similar to that of the Puritans and cite examples.

4. Ask students to read Franklin's "Way to Wealth." (IV. A. 7.) Have them note the specific business ethics it sanctions. How are these alike or different from those of the Puritans? of those today?

5. Prepare for students a list of works dealing with the individual and his responsibilities to himself and to society. Have students cite the Puritan influence in each. Also, have them take a definite stand on the limits of individual freedom, the rights of individuals, and the rights of society. Conduct a panel discussion, a symposium, or a debate. A suggested list of works follows:

   a. Dickinson - "One Need Not Be a Chamber" (IV. A. 9.)

   b. Frost - "Mending Wall" (IV. A. 8.)

   c. Frost - "Birches" (IV. A. 8.)

   d. Frost - "The Road Not Taken" (IV. A. 1.)

   e. Jackson - "The Lottery" (IV. A. 1. and IV. A. 11.)

   f. Emerson - "Self-Reliance" (IV. A. 7. and IV. A. 9.)

   g. Emerson - "Civil Disobedience" (IV. A. 7. and IV. A. 9.)

h. Dickinson - "The Soul Selects Her Own Society" (IV. A. 9.)

i. Masters - Spoon River Anthology

j. Wilder - Our Town

k. Anderson - Winesburg, Ohio

l. Dreiser - American Tragedy

m. Knowles - A Separate Peace

6. Have students read Willa Cather's "Neighbor Rosicky" (IV. A. 8.) and write an essay in which they explain the part land has played in the American's concept of himself from 1621 to the present.

7. Have students read Miller's The Crucible, Benet's "Trials at Salem," (IV. A. 8.) and Rose's "Twelve Angry Men" (IV. A. 8.) and stage a mock trial concerned with a question of contemporary morality.

8. Have students read selections such as Hawthorne's "Young Goodman Brown" (IV. A. 8.) and The Scarlet Letter, West's "The Battle of Finney's Ford," (IV. A. 8.) Bradbury's "The Million Year Picnic," (IV. A. 8.) and Benet's "We Aren't Superstitious." (IV. A. 11.) After students cite the Puritan elements present in the works, have them react to questions such as the following, using the works read in their discussion as well as the culmination of their total experiential backgrounds.

a. What is evil?

b. How do you evaluate your own conduct and the conduct of others as good or evil?

c. What do you consider the highest good a man can achieve?

d. How do you account for the presence of evil in the world and in man?

e. Is suffering a form of evil, or is it simply an inevitable part of human life?

f. How can man overcome evil?

Have students compare and contrast their modern responses with those of the Puritans. What contemporary responses show a trace of Puritanism?

9. Ask students to react to each of the following statements:

   a. If a person doesn't work, he shouldn't eat.

   b. Work is a blessing.

   c. Idle hands get into mischief.

   How would the Puritans have reacted to each statement? What differences of opinions exist between their responses and those of contemporary man? What are the reasons for these differences? What similarities exist between the two? What accounts for this? Students might read selections such as the following to see how others view work.

   a. Miller - Death of a Salesman

   b. Dooley, Thomas - "The Dying City" (IV. A. 8.)

   c. Sandburg - "The People Will Live On" (IV. A. 8.)

   d. Crane - "A Man Said to the Universe" (IV. A. 8.)

   e. Whitman - "I Hear America Singing" (IV. B. 1.a.)

10. Have students read Fitzgerald's The Great Gatsby to ascertain his view of the Puritan ethic.

11. Have students discuss their concept of satire. Review this literary device if necessary. Introduce them to Franklin's "Silence Dogood" (IV. B.1.b.) letters; Frost's "Mending Wall;" (IV. A. 8.) Robinson's "Eros Turannos;" (IV. A. 8.) Hawthorne's "Young Goodman Brown," (IV. A. 8.) "The Minister's Black Veil," (IV. B.1.b.) "The Celestial Railroad," (IV. B.1.b.) and The Scarlet Letter; Miller's Crucible; and Wharton's Ethan Frome. Have students specify the Puritan idea satirized in each selection and the view of the author toward it. Students might select a particular element of the Puritan temperament and write their own narrative satirizing it. Those especially interested in satire might wish to read other authors noted for their satirical bent - LaFontaine, Voltaire, LaRochefoucauld, Addison, Swift, Pope, Johnson, Twain, Shaw, Fry.

In addition, some might investigate the specific qualities of Menippean satire, Horatian satire, and Juvenalian satire.

12. Have students pursue an in-depth study of Hawthorne to become familiar with his views about the Puritans, his type of satire, and the critics' opinions of his works. Following are book titles which might prove helpful in this study.

    a. Bell, Hawthorne's View of the Artist

    b. Bridge, Personal Recollections of Nathaniel Hawthorne

    c. Browne, Bibliography of Nathaniel Hawthorne

    d. Cohen, Recognition of Nathaniel Hawthorne. Selected Criticism Since 1828.

    e. Conway, Life of Nathaniel Hawthorne

    f. Crews, Sins of the Fathers: Hawthorne's Psychological Themes

    g. Curl, Pasteboard Masks: Fact as Spiritual Symbol in the Novels of Hawthorne and Melville

    h. Donohue, Casebook on the Hawthorne Question

    i. Fick, Light Beyond: A Study of Hawthorne's Theology

    j. Fogle, Hawthorne's Fiction: The Light and the Dark

    k. Folsom, Man's Accidents and God's Purposes: Multiplicity in Hawthorne's Fiction

    l. Gale, Plots and Characters in the Fiction and Sketches of Nathaniel Hawthorne

    m. Gerber, John, Twentieth Century Interpretations of the Scarlet Letter

    n. Gross, Scarlet Letter Handbook

    o. Hawthorne, Hildegarde, Romantic Rebel: The Story of Nathaniel Hawthorne

p. Hawthorne, Nathaniel. Celestial Railroad and Other Stories. New York: New American Library, 1968

q. Hawthorne, Nathaniel. Complete Stort Stories. New York: Doubleday, 1959.

r. Hawthorne, Nathaniel. House of the Seven Gables. Columbus, Ohio: Merrill, 1969.

s. Hawthorne, Nathaniel. Marble Faun. New York: Bobbs, 1971.

t. Hawthorne, Nathaniel, Scarlet Letter, an Annotated Text with Critical Essays

u. Hawthorne, Nathaniel. Young Goodman Brown. Columbus, Ohio: Merrill, 1968.

v. Hoeltje, Inward Sky, the Mind and Heart of Nathaniel Hawthorne

w. Jacobson, Hawthorne's Conception of the Creative Process

x. Kaul, A. N., Hawthorne: A Collection of Critical Essays

y. Lathrop, Study of Hawthorne

z. McPherson, Hawthorne as Myth Maker: A Study in Imagination

aa. Manley, Nathaniel Hawthorne: Captain of the Imagination

bb. Martin, Nathaniel Hawthorne

cc. Morris, Rebellious Puritan: Portrait of Mister Hawthorne

dd. O'Brien, Critical Study Guide to Hawthorne's The Scarlet Letter

ee. Spiegel, Scarlet Letter -- Hawthorne

ff. Stein, Hawthorne's Faust, a Study of the Devil Archetype

gg. Sterns, Life and Genius of Nathaniel Hawthorne

hh. Taylor, Hawthorne's Ambivalence Toward Puritanism

ii. Turner, Studies in the Scarlet Letter

jj. Turner, Nathaniel Hawthorne: An Introduction and Interpretation

kk. Von Abele, Death of the Artist: A Study of Hawthorne's Disintegration

ll. Wood, Unpardonable Sin: A Life of Nathaniel Hawthorne

13. Show students one or more films of the type suggested by the titles below. Have them identify elements of the Puritan ethic in each and discuss why some Puritan ideas have persisted and why some have not. Which ideas have been modified but still show a trace of Puritanism?

a. "Toys on a Field of Blue" (20 min.)

b. "The Sword" (6 min.)

c. "An American Girl (The Problems of Prejudice)" (28 min.)

d. 1985 (56 min.)

e. "We Shall Overcome" (10 min.)

f. "The Generation Gap: Its Causes and Effects" (30 min.)

g. Patch of Blue (105 min.)

h. Sound and the Fury (115 min.)

i. Citizen Kane (119 min.)

j. Magnificent Ambersons (88 min.)

k. The Rat Race (105 min.)

l. The Grapes of Wrath (115 min.)

m. "Who Cares" (9 min.)

n. "A Place of My Own" (11 min.)

o. Animal Farm (75 min.)

p. Kon-Tiki (75 min.)

q. "Cages" (9 min.)

r. "Les Escargots" (11 min.)

s. "Jail Keys Made Here" (10 min.)

t. "Time Piece" (10 min.)

14. Have students select one facet of the Puritan ethic (c.f. III. A. 39.) and trace its "fate" throughout the history of the country. A sample of this is Clark and Woodward's book, Success in America, a "controlled-research book." Students might begin by reading Griswold's "Three Puritans on Prosperity" and proceed to section 3. A. "The Puritan Ethic" which includes selections by Franklin, Alger, Carnegie, Fitzgerald, and Peale. Students might use this book to obtain a perspective of the role that the concept of success has had in American thinking and the manner in which Americans have viewed it throughout the history of the country. Groups or individuals might then identify (on their own, if possible; with the help of the teacher, if not) specific selections pertinent to the facet of the Puritan ethic they have selected. They might prepare an annotated bibliography of these works and use it as the basis for a class discussion of each component of the Puritan ethic previously identified by the class.

C. Objective C. Given hypothetical situations, students will synthesize their experiences with the Puritan ethic to predict the probable Puritan attitude.

1. Have students read Thomas More's Utopia. Ask them to identify the conditions criticized and the reforms carried out in More's fictitious country. Have them via panel presentations compare and contrast the reforms and reformers of More's day with specific ones they feel existed in Puritan times in England. (They might also compare and contrast this work with Puritan times in New England.) Students might extend their conjecturing to the present to identify ills in contemporary society. For each societal deficiency they identify, have them propose a solution.

2. Have students familiarize themselves with the period in England of transition from Medieval restrictiveness to Renaissance expansion. Ask them to imagine themselves Puritans and to transport themselves into the past to experience the emotions, thoughts, and reactions of each of the following: a monk, a farmer, the lord of a country manor, a merchant, an innkeeper, a youth. Have them portray the reaction of each to the turmoil of his time via a brief dramatic skit. Some students may develop a then-and-now skit to portray the effect of political, economic, social, intellectual, and religious turmoil on people of varying backgrounds and eras.

3. Present students with a variety of hypothetical situations, and ask them to conjecture the probable Puritan attitude and/or action. Students might respond to these situations orally or they might write original narratives or skits to demonstrate the Puritan view.

   a. A hippie commune

   b. A teenage clique

   c. Conscientious objectors

   d. Passive resistance or non-violent demonstrations for civil rights

   e. The ecumenical movement

   f. Militant revolutionists

   g. The environmental crises

h. The space age

i. Mini-skirts and hot pants (or whatever the latest fashion is)

j. Toffler's book, Future Shock

k. The quinmester system

l. A Billy Graham meeting

m. Massive corporations

n. A world banking system

o. A city ghetto

p. Parental permissiveness

q. Disney World

r. Reich's book, The Greening of America

s. The Jesus movement

4. Have students identify areas of modern society which manifest the Puritan ethic: business, social customs, government, education, advertising, fashion, religion. Have them bring in specific examples from newspapers and magazines to illustrate each.

5. Have students delineate specific traits of modern man and prepare collages to depict each. Compare and contrast these traits of modern man with those the Puritans possessed. Are any the same? Why? Why not?

6. Have students compile a questionnaire to bring out the opinion of the population sampled concerning values placed upon materialistic goods and idealistic goals. Permit students to conduct the survey and hold a discussion to analyze the results. Have them contrast these results with the probable Puritan response.

7. Have students read White's "Walden" (IV. A. 7.) and react to it as a Puritan might have.

8. Play a variety of music (classical to electronic) for students. Have them listen with the ears of Puritans and express their opinions of the pieces as the Puritans might have.

9. Show students a variety of films. Ask them to watch through the eyes of puritans and react accordingly. Some suggested films are:

   a. House of Seven Gables, The 2-30121

   b. Jane Eyre 1-04535

   c. Les Miserables 1-40062

   d. CCM Films, 866 Third Avenue, New York, New York 10022.

      (1) "The Jump and + Plus - Minus" (11 min.)

      (2) "War" (22 min.)

      (3) "The Unanswered Question" (5 min.)

      (4) "The Majestic Polluted Hudson" (26 min.)

      (5) "The Pusher" (17 min.)

      (6) "Where Were You During the Battle of the Bulge, Kid?" (27 min.)

   e. Films Incorporated, 1144 Wilmette Avenue, Wilmette, Illinois 60091.

      (1) World, the Flesh, and the Devil (95 min.)

      (2) Americanization of Emily (115 min.)

      (3) Diary of Anne Frank (180 min.)

      (4) Ox-Bow Incident (90 min.)

      (5) Brothers Karamazov (146 min.)

      (6) No Way Out (106 min.)

   f. McGraw-Hill Films, 330 West 42 Street, New York, New York 10036.

      (1) Ages of Man

         (a) "Youth" (23 min.)

         (b) "Adulthood" (29 min.)

         (c) "Maturity" (25 min.)

(d) "Death" (27 min.)

(2) "The Man Without a Country" (25 min.)

(3) "The World of Carl Sandburg" (54 min.)

(4) "Mammals" (10 min.)

(5) "That's Me" (15 min.)

10. Have students construct their own utopian society. Have them then place a Puritan in it. Describe his reaction.

11. Have students select one or more work which concerns contemporary society from a prepared list such as the following. On a given due date have students, using the results of their reading as a basis, discuss a particular phase of modern man -- his temperament, his convictions, his accomplishments, his morality, his commerce. In addition, have students be prepared to cite Puritan influences in each selection and predict the probable response of a Puritan should he be confronted with a similar problem, situation, or decision.

a. Baltzell, The Protestant Establishment

b. Bauer, Values and the Future

c. Bell, Toward the Year 2000

d. Brightbill, The Challenge of Leisure

e. De Grazia, Of Time, Work and Leisure

f. Diebold, Beyond Automation

g. Dubos, Man Adapting

h. Fletcher, Situation Ethics: The New Morality

i. Galbraith, The Affluent Society

j. Gladston, The Family in Contemporary Society

k. Girvetz, Moral Issues Today

l. Hall, The Hidden Dimension

m. Heilbroner, The Future as History

n. Hirsch, Inventing Education for the Future

o. Huxley, Brave New World

p. Huxley, Man in the Modern World

q. Kahn, The Year 2000

r. Lerner, The Passing of Traditional Society

s. Levy, Space: Its Impact on Man and Society

t. McLuhan, Understanding Media

u. Orwell, 1984

v. Packard, The Status Seekers

w. Reich, The Greening of America

x. Riesman, Abundance for What? and Other Essays

y. Sheldon, Indicators of Social Change

z. Tawney, Religion and the Rise of Capitalism

aa. Toffler, Future Shock

12. Have students write an essay concerning the vestiges of Puritanism today. Select several to read to the class, and then read them an article such as Tobin's "The Puritan Ethic Today," Saturday Review, January 1, 1972. Have students discuss the points brought out by the papers and the article.

IV. STUDENT RESOURCES

A. State-adopted textbooks

1. Adventures in American Literature. Harcourt, Brace and World, Inc.

2. American Literature. Houghton Mifflin.

3. American Experience: Drama. Macmillan.

4. American Experience: Fiction. Macmillan.

5. American Experience: Nonfiction. Macmillan.

6. American Experience: Poetry. Macmillan.

7. United States in Literature. Scott, Foresman and Company.

8. American Literature: Themes and Writers. Webster Division, McGraw-Hill Book Co.

9. Major Writers of America: Shorter Edition. Harcourt, Brace and World, Inc.

10. The Literature of America (Beginnings 1620-1865). The L. W. Singer Company, Inc.

11. Accent: U.S.A. Scott, Foresman and Company.

B. Non-state-adopted supplementary materials

1. Textbooks

a. Gordon, Edward J., et al. American Literature. Boston: Ginn and Company, 1967.

b. Nye, Russell B. and Norman S. Grabo, eds. American Thought and Writing: The Colonial Period, Vol. 1. Boston: Houghton-Mifflin Company, 1965.

c. Miller, Perry, ed. The American Puritans, Their Prose and Poetry. Garden City, New York: Doubleday, 1956.

d. Miller, Perry and Thomas H. Johnson, eds. Puritans: A Sourcebook of Their Writings, 2 vols. New York: Harper and Row, Publishers, Inc., 1967.

2. Reference materials

a. Adams, Brooks. Emancipation of Massachusetts. New York: Harper's Magazine Press, 1962.

b. Aldridge, Alfred O. Jonathan Edwards. New York: Washington Square Press, 1968.

c. Anderson, Sherwood. Winesburg, Ohio. New York: The Viking Press, 1968.

d. Atwood, W. F. The Pilgrim Story. Plymouth, Mass.: The Memorial Press, 1955.

e. Babbage, Stuart B. Puritanism and Richard Bancroft. Naperville, Ill.: Allenson, Alec R., Inc., 1962.

f. Baier, Kurt, and Nicholas Rescher. Values and the Future. New York: The Free Press, 1969.

g. Baltzell, E. Digby. The Protestant Establishment. New York: Random House, 1964.

h. Banks, Charles E. English Ancestry and Homes of the Pilgrim Fathers. Baltimore, Md.: Genealogical Publishing Company, Inc., 1968.

i. Banks, Charles E. Winthrop Fleet of One Thousand Six Hundred Thirty. Baltimore, Md.: Genealogical Publishing Company, Inc., 1968.

j. Barker, Charles A. American Convictions. New York: Lippincott and Sons, 1971.

k. Bell, Daniel, ed. Toward the Year 2000. Boston: Houghton Mifflin, 1968.

l. Bell, Millicent. Hawthorne's View of the Artist. Albany, N.Y.: State University of New York Press, 1962.

m. Berryman, John. Homage to Mistress Bradstreet. New York: Farrar, Straus and Giroux, Inc., 1956.

n. Boorstin, Daniel J. The Americans: The Colonial Experience. New York: Vintage Books, 1958.

o. Boyer, Richard E. Oliver Cromwell and the Puritan Revolt: Failure of a Man or a Faith. Indianapolis, Ind.: D. C. Heath and Company, 1966.

p. Bradford, William. History of Plymouth Plantation, Sixteen Six to Forty-Six. New York: Barnes and Noble, 1959.

q. Bradford, William. Of Plymouth Plantation: The Pilgrims in America. New York: Putnam, 1962.

r. Breen, T. H. Character of the Good Ruler: Puritan Political Ideas in New England. New Haven, Conn.: Yale University Press, 1970.

s. Bridge, Horatio. Personal Recollections of Nathaniel Hawthorne. New York: Haskell, 1969.

t. Brightbill, Charles K. The Challenge of Leisure. Englewood Cliffs, New Jersey: Prentice-Hall, 1960.

u. Brightman, F. E., ed. English Rite, Being a Synopsis of the Sources and Revisions of the Book of Common Prayer, 2 Vols. Lexington, Mass.: Gregg International Publishers, Ltd., 1921.

v. Brook, Stella. Language of the Book of Common Prayer. Elmsford, N. Y.: British Book Centre, Association of Pergamon Press, Inc., 1950.

w. Browne, Nina E. Bibliography of Nathaniel Hawthorne. New York: B. Franklin, 1967.

x. Busch, Wilhelm. England under the Tudors. Ithaca, New York: Cornell University Press, 1969.

y. Charles, Elizabeth R. Our Neighbor, Martin Luther. Chicago: Moody, 1964.

z. Church of England. Durham Book Being the First Draft of the Revision of the Common Prayer in 1661. Fair Lawn, N.J.: Oxford University Press, Inc., 1961.

aa. Cohen B. Bernard, ed. Recognition of Nathaniel Hawthorne: Selected Criticism Since 1828. Ann Arbor, Michigan: University of Michigan Press, 1969.

bb. Collinson, Patrick. Elizabethan Puritan Movement. Berkeley, California, 1967.

cc. Conkin, Paul K. Puritans and Pragmatists: Eight Eminent American Thinkers. New York: Dodd, Mead and Company, 1969.

dd. Conway, Moncure D. Life of Nathaniel Hawthorne. New York: Haskell, 1969.

ee. Crews, Frederick. Sins of the Fathers: Hawthorne's Psychological Themes. New York: Oxford University Press, 1970.

ff. Curl, Vega. Pasteboard Masks: Fact as Spiritual Symbol in the Novels of Hawthorne and Melville. Folcroft, Pa.: Folcroft, 1931.

gg. Daringer, Helen Fern. Pilgrim Kate. New York: Harcourt, Brace and World, Inc., 1949.

hh. Daugherty, James. Poor Richard. New York: The Viking Press, 1949.

ii. Davidson, Edward H. Jonathan Edwards: The Narrative of a Puritan Mind. Cambridge, Mass.: Harvard University Press, 1968.

jj. De Gering, Etta. Christopher Jones: Captain of the Mayflower. New York: McKay, David, Company, Inc., 1965.

kk. De Grazia, Sebastian. Of Time, Work and Leisure. New York: Twentieth Century Fund, 1962.

ll. Delattre, Roland A. Beauty and Sensibility in the Thought of Jonathan Edwards: An Essay in Aesthetics. New Haven, Conn.: Yale University Press, 1968.

mm. Dexter, H. M. Congregationalism of the Last Three Hundred Years as Seen in Its Literature with a Bibliographical Appendix. New York: Franklin, Burt, 1969.

nn. Dickens, A. G. Reformation and Society in Sixteenth Century Europe. New York: Harcourt, Brace and Jovanovich, 1970.

oo. Dickens, A. G. Martin Luther and the Reformation. Mystic, Conn.: Verry, 1967.

pp. Dickens, Arthur G. and Dorothy Carr. Reformation in England to the Accession of Elizabeth I. New York: St. Martin, 1968.

qq. Diebold, John. Beyond Automation. New York: McGraw-Hill, 1964.

rr. Donohue, Agner, ed. Casebook on the Hawthorne Question. New York: T. Y. Crowell, 1963.

ss. Donovan, Frank R. Mayflower Compact. (Documents of Freedom Ser.) New York: Grosset and Dunlap, Inc., 1968.

tt. Dreiser, Theodore. American Tragedy. New York: World Publishing Company, 1967.

uu. Dubos, Rene. Man Adapting. New Haven, Conn.: Yale University Press, 1965.

vv. Dunham, Montrew. Anne Bradstreet: Young Puritan Poet. New York: Bobbs, 1969.

ww. Ellis, George E. Puritan Age and Rule in the Colony of the Massachusetts Bay. New York: Franklin, Burt, Div. Lenox Hill Publishing and Distributing Corporation, 1968.

xx. Elwood, Douglas J. Philosophical Theology of Jonathan Edwards. New York: Columbia University Press, 1960.

yy. Emerson, Everett H. English Puritanism from John Hooper to John Milton. Durham, N.C.: Duke University Press, 1968.

zz. Erikson, K. T. Wayward Puritans: A Study in the Sociology of Deviance. New York: Wiley, John, and Sons, Inc., 1966.

aaa. Eusden, John D. Puritans, Lawyers and Politicians in Early Seventeenth-Century England. Hamden, Conn.: Shoe String Press, Inc., 1968.

bbb. Ferris, Paul. Church of England. Portland, Oregon: Old Oregon Book Store, 1963.

ccc. Fick, Leonard J. Light Beyond: A Study of Hawthorne's Theology. Folcroft, Pa.: Folcroft, 1955.

ddd. Fitzgerald, F. Scott. The Great Gatsby. New York: Scribners, 1961.

eee. Fleming, Sandford. Children and Puritanism: The Place of Children in the Life and Thought of the New England Churches. New York: Arno Press, 1969.

fff. Fletcher, Joseph. Situation Ethics: The New Morality. Philadelphia, Pa.: The Westminster Press, 1969.

ggg. Flynn, John S. Influence of Puritanism. Port Washington, N.Y.: Kennikat Press, Inc., 1970.

hhh. Fogle, Richard H. Hawthorne's Fiction: The Light and the Dark. Norman, Okla.: University of Oklahoma Press, 1965.

iii. Folsom, James K. Man's Accidents and God's Purposes: Multiplicity in Hawthorne's Fiction. New Haven, Conn.: College and University Press, 1963.

jjj. Froude, James A. History of England. New York: AMS Press, Inc., 1969.

kkk. Gaer, Joseph and Ben Sigen. Puritan Heritage: America's Roots in the Bible. New York: Mentor Books, 1966.

lll. Galbraith, John Kenneth. The Affluent Society. Boston, Mass.: Houghton-Mifflin, 1958.

mmm. Gale, Robert. Plots and Characters in the Fiction and Sketches of Nathaniel Hawthorne. Hamden, Conn.: Shoe String Press, 1969.

nnn. Gardiner, Samuel R. What the Gunpowder Plot Was. New York: AMS Press, Inc., 1969.

ooo. Gerard, Thomas. What Was the Gunpowder Plot? New York: AMS Press, Inc., 1967.

ppp. Gerber, John C., ed. Twentieth Century Interpretations of the Scarlet Letter. New York: Prentice-Hall, 1968.

qqq. Gill, Crispin. Mayflower Remembered: A History of the Plymouth Pilgrims. New York: Taplinger Publishing Co., Inc., 1970.

rrr. Girvetz, Harry K. and Elsie Leach, eds. Moral Issues Today. Belmont, California: Wadsworth Publishing Co., Inc., 1969.

sss. Gladston, Iago, ed. The Family in Contemporary Society. New York: International Universities Press, 1958.

ttt. Greaves, Richard. Puritan Revolution and Educational Thought. New Brunswick, N.J.: Rutgers University Press, 1969.

uuu. Greene, Lorenzo Johnston. The Negro in Colonial New England 1620-1776. Port Washington, N.Y.: Kennikat Press, Inc., 1966.

vvv. Gross, Seymour L. Scarlet Letter Handbook. Belmont, Calif.: Wadsworth Publishing Co., 1960.

www. Hall, David D., ed. Puritanism in Seventeenth Century Massachusetts. New York: Holt, Rinehart and Winston, Inc., 1968.

xxx. Hall, Edward T. The Hidden Dimension. New York: Doubleday, 1959.

yyy. Haller, William. Elizabeth First and the Puritans. Charlottesville, Va.: University of Virginia Press, 1967.

zzz. Hall-Quest, Olga W. How the Pilgrims Came to Plymouth. New York: Dutton, E.P., and Company, Inc., 1946.

aaaa. Hawthorne, Hildegarde. Romantic Rebel: The Story of Nathaniel Hawthorne. New York: Hawthorn, 1932.

bbbb. Hawthorne, Nathaniel. Celestial Railroad and Other Stories. New York: New American Library, 1968.

cccc. Hawthorne, Nathaniel. Complete Short Stories. New York: Doubleday, 1959.

dddd. Hawthorne, Nathaniel. House of the Seven Gables. Columbus, Ohio: Merrill, 1969.

eeee. Hawthorne, Nathaniel. Marble Faun. New York: Bobbs, 1971.

ffff. Hawthorne, Nathaniel. Scarlet Letter, an Annotated Text with Critical Essays. New York: Norton C. Norton, 1966.

gggg. Hawthorne, Nathaniel. Young Goodman Brown. Columbus, Ohio: Merrill, 1968.

hhhh. Hays, Wilma P. Rebel Pilgrim: A Biography of Governor William Bradford. Philadelphia, Pa.: Westminster Press, 1969.

iiii. Haxtun, Annie A. Signers of the Mayflower Compact. Baltimore, Md.: Genealogical Publishing Company, Inc., 1968.

jjjj. Heilbroner, Robert. The Future as History. New York: Grove Press, 1959.

kkkk. Hill, Christopher. Society and Puritanism in Pre-Revolutionary England. New York: Schocken Books, Inc., 1964.

llll. Hirsch, Werner Z., ed. Inventing Education for the Future. San Francisco: Chandler, 1967.

mmmm. Hoeltje, Hubert H. Inward Sky, the Mind and Heart of Nathaniel Hawthorne. Durham, N.C.: Duke University Press, 1962.

nnnn. Hooker, Richard. Of the Laws of Ecclesiastical Polity, Works of Richard Hooker. New York: Franklin, Burt, Div. Lenox Hill Publishing and Distributing Corp., 1967.

oooo. Huxley, Aldous. Brave New World. New York: Bantam Books, 1965.

pppp. Huxley, Julian. Man in the Modern World. New York: New American Library, 1959.

qqqq. Jacobson, Richard J. Hawthorne's Conception of the Creative Process. Cambridge, Mass.: Harvard University Press, 1965.

rrrr. James, Sydney V., ed. New England Puritans. New York: Harper and Row, Inc., n.d.

ssss. Jameson, Storm. Decline of Merry England. New York: Kelley, Augustus M., Publishers, 1930.

tttt. Johnson, Thomas H. Printed Writings of Jonathan Edwards. New York: B. Franklin, 1970.

uuuu. Jones, Adam L. Early American Philosophers. New York: Ungar, 1958.

vvvv. Jones, Rufus M. Mysticism and Democracy in the English Commonwealth. New York: Octagon, 1965.

wwww. Kahn, Herman and Anthony Wiener. The Year 2000. New York: Macmillan, 1967.

xxxx. Kaul, A. N. Hawthorne: A Collection of Critical Essays. New York: Prentice-Hall, 1967.

yyyy. Knowles, John. A Separate Peace. New York: Macmillan, 1966.

zzzz. Landis, John T. Mayflower Descendents and Their Marriages for Two Generations after the Landing. Baltimore, Md.: Genealogical Publishing, 1964.

aaaaa. Langdon-Davis, John, ed. Mayflower and the Pilgrim Fathers. New York: Putnam, 1964.

bbbbb. Lathrop, George P. Study of Hawthorne. St. Clair Shores, Mich.: Scholarly Press, 1970.

ccccc. Lawson, John. Medieval Education and the Reformation. New York: Humanities, 1968.

ddddd. Leonard, Emile. History of Protestantism: The Reformation, Vol. 1. New York: Bobbs, 1966.

eeeee. Lerner, Daniel. The Passing of Traditional Society. New York: The Free Press, 1958.

fffff. Levy, Babette M. Preaching in the First Half Century of New England History. New York: Russell Sage Foundation, 1967.

ggggg. Levy, Lillian, ed. Space: Its Impact on Man and Society. New York: W. W. Norton, 1965.

hhhhh. Little, David E. Religion, Order and Law. New York: Harper and Row, Inc., 1969.

iiiii. McFarlane, Kenneth. John Wycliffe and the Beginnings of English Nonconformity. Mystic, Conn.: Verry, 1952.

jjjjj. McGiffert, Michael, ed. Puritanism and the American Experience. Reading, Mass.: Addison-Wesley Publishing Company, Inc., 1969.

kkkkk. McLuhan, Marshall. Understanding Media. New York: McGraw-Hill, 1965.

lllll. McNeill, John T. History and Character of Calvinism. New York: Oxford University Press, 1967.

mmmmm. McPherson, Hugo. Hawthorne as Myth Maker: A Study in Imagination. Toronto, Canada: University of Toronto Press, 1969.

nnnnn. MacKinnon, James. Calvin and the Reformation. Hicksville, New York: Russell, 1962.

ooooo. MacPhail, Andrew. Essays on Puritanism: Jonathan Edwards, John Winthrop, Margaret Fuller, Walt Whitman, John Wesley. New York: Kennikat, 1969.

ppppp. Manley, Scon. Nathaniel Hawthorne: Captain of the Imagination. New York: Vanguard, 1968.

qqqqq. Martin, Terence. Nathaniel Hawthorne. New Haven, Conn.: College and University Press, 1964.

rrrrr. Masters, Edgar Lee. Spoon River Anthology. New York: Macmillan, n.d.

sssss. Meeter, H. Henry. Basic Ideas of Calvinism. Grand Rapids, Mich.: Kregel, 1967.

ttttt. Middlekauff, Robert. The Mathers: Three Generations of Puritan Intellectuals, 2596-1728. New York: Oxford, 1971.

uuuuu. Miller, Arthur. All My Sons. New York: Viking, n.d.

vvvvv. Miller, Arthur. Death of a Salesman. New York: Viking, 1958.

wwwww. Miller, Arthur. The Crucible. New York: Bantam, 1959.

xxxxx. Miller, Perry. Jonathan Edwards. New York: Dell, 1967.

yyyyy. Miller, Perry G. New England Mind: from Colony to Province. Cambridge, Mass.: Harvard University Press, 1953.

zzzzz. Miller, Perry and Thomas H. Johnson, eds. Puritans: A Sourcebook of Their Writings, 2 Vols. New York: Harper and Row, Inc., 1967.

aaaaaa. Miller, Perry, ed. The American Puritans, Their Prose and Poetry. Garden City, New York: Doubleday, 1956.

bbbbbb. Monk, Robert C. John Wesley: His Puritan Heritage. New York: Abingdon, 1966.

cccccc. Moody, Robert E., ed. Mayflower Compact. Worcester, Mass.: St. Onge, Achille J., 1970.

dddddd. More, Sir Thomas. Utopia. New York: St. Martin's Press, Inc., 1908.

eeeeee. Morgan, Dewi. Sixteen Sixty-Two and All That. New York: Morehouse-Barlow Co., 1961.

ffffff. Morgan, Edmund S., ed. Puritan Family: Religion and Domestic Relations in 17th Century New England. New York: Harper and Row, 1964.

gggggg. Morgan, Edmund S. Visible Saints: The History of a Puritan Idea. New York: New York University Press, 1963.

hhhhhh. Morgan, Edmund S. The Puritan Dilemma; the Story of John Winthrop. Boston: Little, Brown, 1958.

iiiiii. Morris, Lloyd. Rebellious Puritan: Portrait of Mister Hawthorne. New York: Kennikat, 1969.

jjjjjj. Morrison, Samuel E. Builders of the Bay Colony. Boston, Mass.: Houghton Mifflin, 1968.

kkkkkk. Morrison, Samuel E. The Intellectual Life of Colonial New England. New York: New York University Press, 1956.

llllll. New England Mind, Vol. 2. From Colony to Province. Boston, Mass.: Beacon Press, Inc., 1961.

mmmmmm. New, John. Renaissance and Reformation: A Short History. New York: Wiley, 1969.

nnnnnn. Nuttall, Geoffrey F. Puritan Spirit: Essays and Addresses. Naperville, Ill.: Allenson, 1967.

oooooo. Nye, Russell B. and Norman S. Grabo, eds. American Thought and Writing: The Colonial Period, Vol. 1. Boston: Riverside Edition, Houghton Mifflin Company, 1965.

pppppp. Oberholzer, Emil. Delinquent Saints. New York: Columbia University Press, 1956.

qqqqqq. O'Brien, Frank. Critical Study Guide to Hawthorne's The Scarlet Letter. Totowa, N.J.: Littlefield, 1966.

rrrrrr. Opie, John. Jonathan Edwards and the Enlightenment. Lexington, Mass.: Heath, 1967.

ssssss. Orwell, George. 1984. New York: New American Library, 1949.

tttttt. "Our Puritan Roots," Nation, May 29, 1969, pp. 699-700.

uuuuuu. Packard, Vance. The Status Seekers. New York: David McKay, 1959.

vvvvvv. Packer, John W. Transformation of Anglicanism, Sixteen Forty Three to Sixteen Sixty: With Special Reference to Henry Hammond. New York: Barnes and Noble, Inc., 1970.

wwwwww. Parker, T. H., ed. English Reformers. Philadelphia: Westminster, 1966.

xxxxxx. Parrington, Vernon Louis. Main Currents in American Thought. New York: Harcourt, Brace and World, Inc., 1958.

YYYYYY. Peale, Norman Vincent. Power of Positive Thinking. New York: Fawcett World, 1970.

zzzzzz. Peel, A. Tracts Ascribed to Richard Bancroft. New York: Cambridge University Press, 1953.

aaaaaaa. Perry, Ralph B. Puritanism and Democracy. New York: Vanguard, 1944.

bbbbbbb. Piercy, Josephine K. Anne Bradstreet. New York: Twayne, 1964.

ccccccc. Pope, Robert G. Half-Way Covenant: Church Membership in Puritan New England. Princeton, N.J.: Princeton University Press, 1969.

ddddddd. Ramsey, Arthur M., et. al. English Prayer Book, Fifteen Forty Nine to Sixteen Sixty Two. Naperville, Ill.: Allenson, Alec R., Inc., 1963.

eeeeeee. Reich, Charles. The Greening of America. New York: Random House, 1971.

fffffff. Reinitz, R. Tensions in American Puritanism. New York: Wiley, 1963.

ggggggg. Ridlon, G. T. Bradstreet Family. Rutland, Vt.: C. E. Tuttle, 1970.

hhhhhhh. Riesman, David. Abundance for What? and Other Essays. Garden City, New York: Doubleday, 1964.

iiiiiii. Robinson, E. A. Collected Poems. New York: Macmillan, 1961.

jjjjjjj. Robinson, E. A. Dionysus in Print. New York: Macmillan, 1952.

kkkkkkk. Rutman, Darrett B. American Puritanism: Faith and Practice. New York: Lippincott, 1970.

lllllll. Sasek, Lawrence A. Literary Temper of the English Puritans. Westport, Conn.: Greenwood, 1961.

mmmmmmm. Schapiro, Jacob. Social Reform and the Reformation. New York: AMS Press, 1970.

nnnnnnn. Scholes, Percy A. Puritans and Music in England and New England: A Contribution to the Cultural History of Two Nations. New York: Russell, 1962.

ooooooo. Schuecking, Levin L. Puritan Family: A Social Study from the Literary Sources. New York: Schocken, 1970.

ppppppp. Seaver, Paul S. Puritan Lectureships: The Politics of Religious Dissent: 1560-1662. Stanford, California: Stanford University Press, 1970.

qqqqqqq. Seebohm, Frederic. Era of the Protestant Reformation. New York: AMS Press, 1904.

rrrrrrr. Shakespeare, William. Henry VIII. New York: Dell Publishing Co., Inc., 1961.

sssssss. Sheldon, Eleanor and Wilbert Moore. Indicators of Social Change. New York: Russell Sage Foundation, 1968.

ttttttt. Simmons, John S. "And Children Learn to Walk on Frozen Toes," English Journal, November, 1963, pp. 591-595.

uuuuuuu. Simpson, Alan. Puritanism in Old and New England. Chicago: University of Chicago Press, 1955.

vvvvvvv. Slavin, Arthur J., ed. Humanism, Reform and Reformation in England. New York: Wiley, 1969.

wwwwwww. Smith, Chard Powers. Yankees and God. New York: Hermitage House, 1954.

xxxxxxx. Spiegel, Marshall. Scarlet Letter - Hawthorne. New York: Barnes and Noble, 1966.

yyyyyyy. Stanford, Donald E. Edward Taylor. Minneapolis, Minn.: University of Minnesota Press, 1965.

zzzzzzz. Stein, William B. Hawthorne's Faust, a Study of the Devil Archetype. Hamden, Conn.: Shoe String Press, 1968.

aaaaaaaa. Sterns, F. Life and Genius of Nathaniel Hawthorne. Folcroft, Pa.: Folcroft, 1906.

bbbbbbbb. Tawney, R. H. Religion and the Rise of Capitalism. New York: New American Library, 1948.

cccccccc. Taylor, J. Golden. Hawthorne's Ambivalence Toward Puritanism. Philadelphia: Ridgeway Books, 1965.

dddddddd. Tennyson, Alfred, Lord. Queen Mary. New York: Knapf, Inc., 1960.

eeeeeeee. Tobin, Richard L. "The Puritan Ethic Today," Saturday Reivew, January 1, 1972, p. 16.

ffffffff. Toffler, Alvin. Future Shock. New York: Bantam Books, 1971.

gggggggg. Turner, Arlin. Nathaniel Hawthorne: An Introduction and Interpretation. New York: Holt, Rinehart and Winston, Inc., 1965.

hhhhhhhh. Turner, Arlin. Studies in the Scarlet Letter. Columbus, Ohio: Merrill, Charles E., Co., 1970.

iiiiiiii. Twain, Mark. The Prince and the Pauper. New York: Heritage Press, 1965.

jjjjjjjj. Von Abele, Rudolph. Death of the Artist: A Study of Hawthorne's Disintegration. Folcroft, Pa.: Folcroft Press, Inc., 1955.

kkkkkkkk. Waller, George M., ed. Puritanism in Early America. (Problems in American Civilization). Lexington, Mass.: Heath, 1950.

llllllll. Walsh, Henry H. Mutiny on the Mayflower. Brattleboro, Vt.: Greene, 1969.

mmmmmmmm. Walzer, Michael. Revolution of the Saints: A Study in Origins of Radical Politcs. New York: Atheneum, 1968.

nnnnnnnn. Wharton, Edith. Ethan Frome. New York: The Scribner Library, 1965.

oooooooo. Wilder, Thornton. Our Town. New York: Harper and Row, n.d.

pppppppp. Wilson, Frank E. Outline of the English Reformation. New York: Morehouse, 1940.

qqqqqqqq. Wood, James P. Mister Jonathan Edwards. New York: Seabury, 1968.

rrrrrrrr. Wood, James P. Unpardonable Sin: A Life of Nathaniel Hawthorne. Westminster, Md.: Patheon Books, Inc., 1970.

ssssssss. Woodward, Robert H. and James J. Clark. Success in America. Belmont, California: Wadsworth Publishing Company, Inc., 1966.

tttttttt. Ziner, Feenie and G. F. Willinson. Pilgrims and Plymouth Colony. New York: Harper and Row, 1961.

3. Periodicals

   Available current magazines and newspapers

4. Media resources

   See Teacher Resources

V. TEACHER RESOURCES

A. Textbooks

See STUDENT RESOURCES A. and B.

B. Professional books and periodicals

1. Simmons, John S. "And Children Learn to Walk on Frozen Toes." English Journal, November, 1963, pp. 591-595.

2. Tobin, Richard L. "The Puritan Ethic Today." Saturday Review, January 1, 1972, p. 16.

3. "Our Puritan Roots." Nation, May 29, 1969, pp. 699-700.

C. Films

"Colonial Life and Crafts"	1-13770
"American Indians Before European Settlement"	1-05217
"American Literature: Part I Colonial Times"	1-04535
"Beginning at Plymouth Colony"	1-12748
"Colonial Children"	1-05327
"Colonial Expansion"	1-05336
"Colonial Expansion of European Nations"	1-12548
"Colonial Shipbuilding and Sea Trade"	1-05341
"Declaration of Independence by the Colonies, The"	1-12813
"English and Dutch Colonization in the New World"	1-05355
"Hawthorne and New England"	1-11803
"Historic New England"	1-12766
"House of Seven Gables, The"	1-40048
"Land of Immigrants"	1-10161
"Land of Liberty: Colonial - 1805"	1-12665

"Pilgrims in America"	1-12780
"Pilgrims, The"	1-12774
"Pilgrim's Travels, The"	1-12789
"Plymouth Colony: The First Year"	1-12787
"Puritan Family of Early New England"	1-05368
"Williams, Roger: Founder of Rhode Island"	1-30993
"Hawthorne and New England"	2-30084
"Historic New England"	2-30123
"House of Seven Gables, The"	2-30121
"Jane Eyre"	1-04535
"Miserables, Les"	1-40062

CCM Films, 866 Third Avenue, New York, New York 10022:

"Toys on a Field of Blue"

"The Sword"

"An American Girl (The Problems of Prejudice)"

"1985"

"We Shall Overcome"

"The Generation Gap: Its Causes and Effects"

"The Jump and + Plus - Minus"

"War"

"The Unanswered Question"

"The Majestic Polluted Hudson"

"The Pusher"

"Where Were You during the Battle of the Bulge, Kid?"

Films Incorporated, 1144 Wilmette Avenue, Willmette, Illinois 60091:

"Patch of Blue"

"Sound and the Fury"

"Citizen Kane"

"Magnificent Ambersons"

"The Rat Race"

"The Grapes of Wrath"

"World, the Flesh, and the Devil"

"Americanization of Emily"

"Diary of Anne Frank"

"Ox-Bow Incident"

"Brothers Karamazov"

"No Way Out"

McGraw-Hill Films, 330 West 42 Street, New York, New York 10036:

"Who Cares"

"A Place of My Own"

"Animal Farm"

"Kon-Tiki"

"Cages"

"Les Escargots"

"Jail Keys Made Here"

"Time Piece"

Ages of Man

"Youth"

"Adulthood"

"Maturity"

"Death"

"The Man without a County"

"The World of Carl Sandburg"

"Mammals"

"That's Me"

D. Filmstrips

1. "The Protestant Reformation." Life, 43 West 16th Street, New York, N.Y. 10011.

2. "American Literature -- Part I, Colonial Period." (with recording) Educational Audio Visual, Inc., Pleasantville, N.Y. 10570.

3. "England during the Reign of Elizabeth I." Popular Science Filmstrips, 5235 Ravenswood Avenue, Chicago, Ill. 60640.

4. "Life in Elizabethan London." Popular Science Filmstrips.